

An Improvement Project for the SPAA Resource Room: Can You Hear Us Now?

An Honors Thesis Project (Honors 499)

by

Megan Apsley

Dr. Mary Jo Germani

Mary Jo Germani

Ball State University

Muncie, Indiana

December 2012

Graduation December 2012

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Abstract

For this honors thesis project a total of 48 participants completed a survey of the materials room at the Ball State University Speech-Language and Hearing clinic. The participants included undergraduate and graduate clinicians from the Speech Pathology and Audiology Department, as well as, supervisors from the clinic. By collecting this data, I hoped to acknowledge and alleviate some of the financial burden for student clinicians. The survey was also meant to identify the time clinicians spent making additional therapy materials when the appropriate resources were not available in the resource room. These results are intended to be useful for future funding decisions concerning the materials room, so that the most effective and in demand resources are purchased. The distributed survey gave students a chance to express any changes or additions they would like to see made to the materials room. The intended effect of this project was to improve and update the materials room for future student use.

Acknowledgements

We would like to thank Dr. Mary Jo Germani for advising us throughout this project. Thank you for helping us to focus our efforts and encouraging our progress every step of the way.

It is with immense gratitude that I acknowledge the support and help of my partner and motivator, Alyssa Haller. With her creativity, inspiration, and optimism, this project was made possible. I have greatly enjoyed working together with Alyssa over the years and we know that this project is the first of many successful undertakings we will accomplish throughout our careers as speech pathologists.

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Megan Apsley - Author's Statement:

The purpose of our Honors Thesis Project was to help Speech-Language Pathology and Audiology (SPAA) students and supervisors at Ball State University have a voice in the department's allocation of funds toward the material and resource room. The materials room in the SPAA department is available to all clinicians for use in preparing and administering speech and language therapy. In addition, Alyssa Haller and I created this project as a way to give back to our department. The department has helped us to grow, learn, and achieve within our field. We felt it was our responsibility to help improve the quality of the materials room as a way to show our appreciation.

Inspiration for the project stemmed from personal experience as an undergraduate clinician. As a clinician, I used the resource room frequently to help prepare materials for my therapy sessions. When items were not available in the materials room, I was required to purchase my own. Similarly, items were constantly checked out by other students, therefore, unavailable for my use.

Furthermore, the resource room has many useful items available; however, the items were often difficult to find. Unbeknownst to us, as our survey was distributed, the resource room was undergoing reorganization and rearrangement. It should be noted, many students and supervisors commented on the new organization; majority of the students appreciated and supported the new changes.

Overall, I felt the materials room was in need of replacement items, reorganization, and new resources. In improving the materials room, we hoped that clinicians would have more time to dedicate to preparing lesson plans and would spend less time creating therapy materials. Moreover, we hoped to ultimately alleviate the costs of clinician's supplementing their own

therapy materials. In collaboration with my partner, Alyssa Haller, I sought to survey our peers to give them an opportunity to voice their opinions.

After deciding to improve the materials room, Alyssa and I sought the help of Mary Jo Germani, Chairperson of the Speech-Language Pathology and Audiology Department. With her assistance, we addressed specific target areas and concerns. Mary Jo Germani's input proved significantly beneficial and aided immensely in our accuracy and reliability.

Alyssa Haller and I compiled a survey with the supervision of Mary Jo Germani which aimed to collect data regarding therapy materials, games, resources. Moreover, the survey sought to estimate the amount of money and time clinicians spend toward therapy preparation. Consisting of 10 multiple choice and short answer questions, the survey covered various topics. Our target audience included both undergraduate and graduate clinicians, as well as, supervisors. Student clinicians, we felt, would be knowledgeable due to their personal experience using the materials room, and their opinions would be most beneficial for evaluation. Supervisors were included because of their expertise; they would know which materials need replaced and which are most helpful for therapy purposes. Using a variety of participants, we felt we would have a well-rounded view which would increase the validity and reliability of our data.

After drafting, approving, and copying the survey, we distributed it in the mailboxes of all SPAA undergraduate clinicians, graduate clinicians, and supervisors. Participants were sent an email explaining the purpose of the survey and the completion procedure. Clinicians and supervisors were asked to return the surveys within a week to the collection box located in the SPAA clinic waiting room.

Returned survey responses totaled 48 participants including 23 undergraduate clinicians, 22 graduate clinicians, and 3 supervisors. We were overwhelmed by the amount of participants

and positive remarks. Various students left additional comments including, “Great idea!” and “Good luck!” Having the support of our peers was a tremendous inspiration in completing our project.

Alyssa and I divided the task of analyzing and recording responses of returned surveys. I tallied undergraduate clinicians and supervisor results. As I recorded responses, I noted many clinicians added comments with additional suggestions we had not considered. Helpful suggestions included providing duplicates of popular items available. Clinicians requested a listing of all materials available in the clinic; however, there is currently a listing accessible online, as well as, in a binder within the resource room. Therefore, relocation and increased visibility of the binder is needed for the students who are unaware of its existence.

I was responsible for analyzing the questions with statistical data; Alyssa recorded open-ended responses. The similarities and differences in the response of participants allowed for analysis of individual needs. We compiled all results and listed analysis for each question. Moreover, we included specific items requested by undergraduate, graduate, and supervisors. Finally, we combined all responses and reported overall totals and percentages. Our survey determined which specific areas within the materials room are in need of updating, replacement, or addition. Analyzing the overall product, we pinpointed specific target areas for improvement.

This project was imperative for the students and supervisors in the Speech-Language Pathology clinic to have a voice on improvement of the materials room. The results will be given to our department chair, Dr. Germani as well as the Ball State University branch of the National Student Speech-Language Hearing Association (NSSLHA). Results will be used by the SPAA department to evaluate the need of new materials and resources, replacement materials,

and organization. Ultimately, we hope to assist the SPAA department in enriching the quality of the materials room for future clinicians and supervisors.

Honors Thesis Project

Megan Apsley

Alyssa Haller

Enrollment in clinic (please circle) 319(1) 319(2) 519 628(1) 628(2) 628(3) or supervisor

1. How many hours per week outside of the clinic do you spend preparing therapy materials?
a) 0-1 hours b) 1-3 hours c) 3-4 hours d) 4-5 hours
2. Per semester, estimate the amount of money you *personally* spend towards therapy?
a) \$0-\$10 b) \$11-\$20 c) \$21-\$30 d) more than \$30

If you circled answer (d), estimate your total costs _____.

3. What materials do you most frequently purchase?
a) paper/craft materials b) candy/food c) stickers d) other

If you circled answer (d), please list items:

4. What materials (currently not available) would be useful to have in the resource room?

5. Do you feel that any materials in the resource room need replaced? Yes ____ No ____
If yes, please list items:

6. If the following resources were made available in the resource room, which would you be most likely to use? Rank them in order of most useful (1) to least useful (6).

____ Laminator	____ Die cutting machine	____ Computer
____ Cricut	____ Scanner/printer	____ Copier

7. If the items listed in Question 6 (above) were available, would you be willing to pay to use?
Yes ____ No ____

8. What games or toys would be useful to have in our resource room?

9. From your experience as a clinician, do you have any other suggestions to improve the resource room?

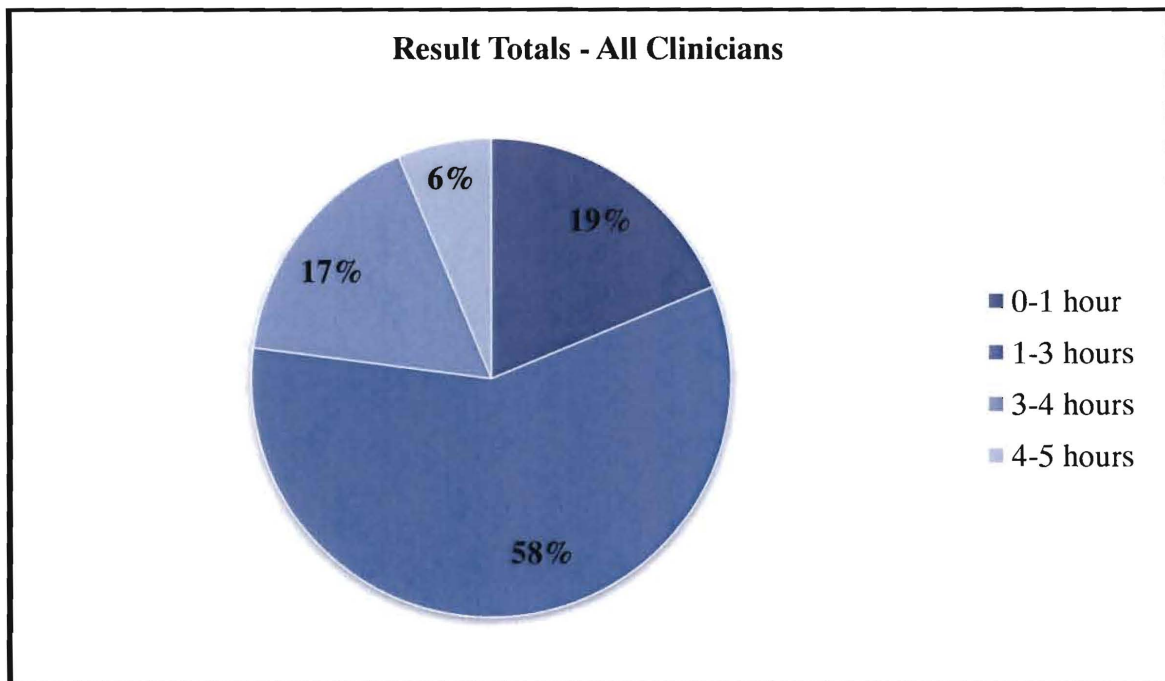
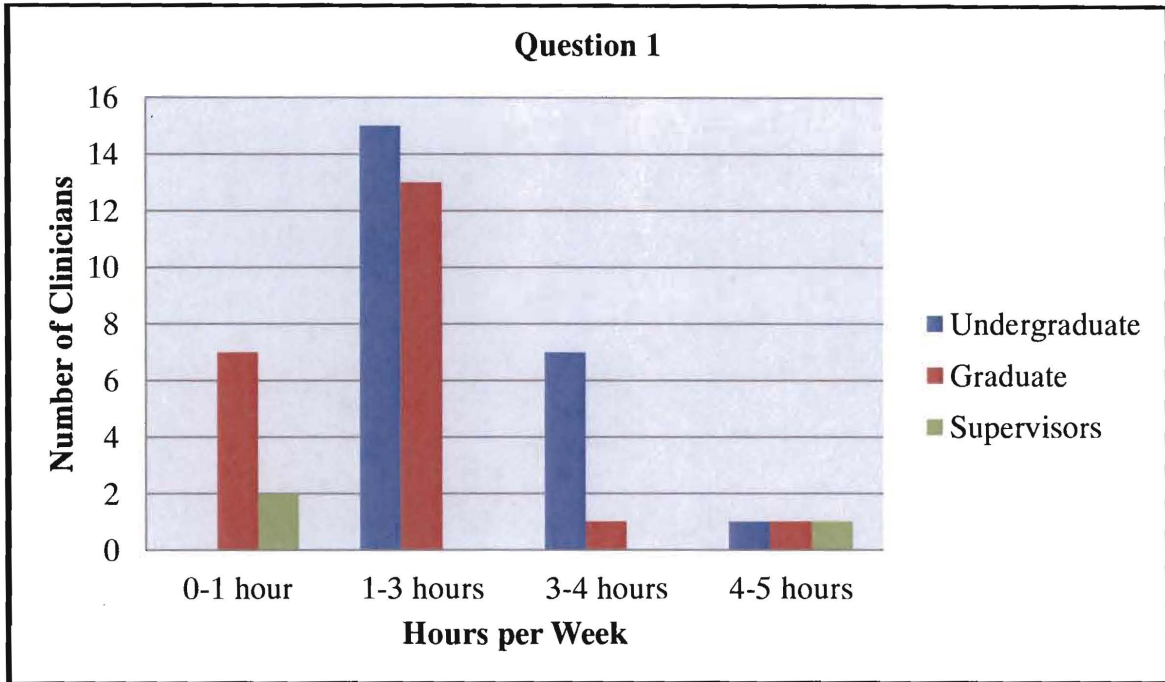
10. Which populations do you wish we had more materials? Check all that apply:

____ Autism	____ Dysphagia	____ Child Language	____ Adult Neuro
____ Fluency	____ Pragmatics	____ AAC	____ Articulation/Phonology

Question 1:

How many hours per week outside of the clinic do you spend preparing therapy materials?

- a) 0-1 hours b) 1-3 hours c) 3-4 hours d) 4-5 hours



Question 1: Analysis

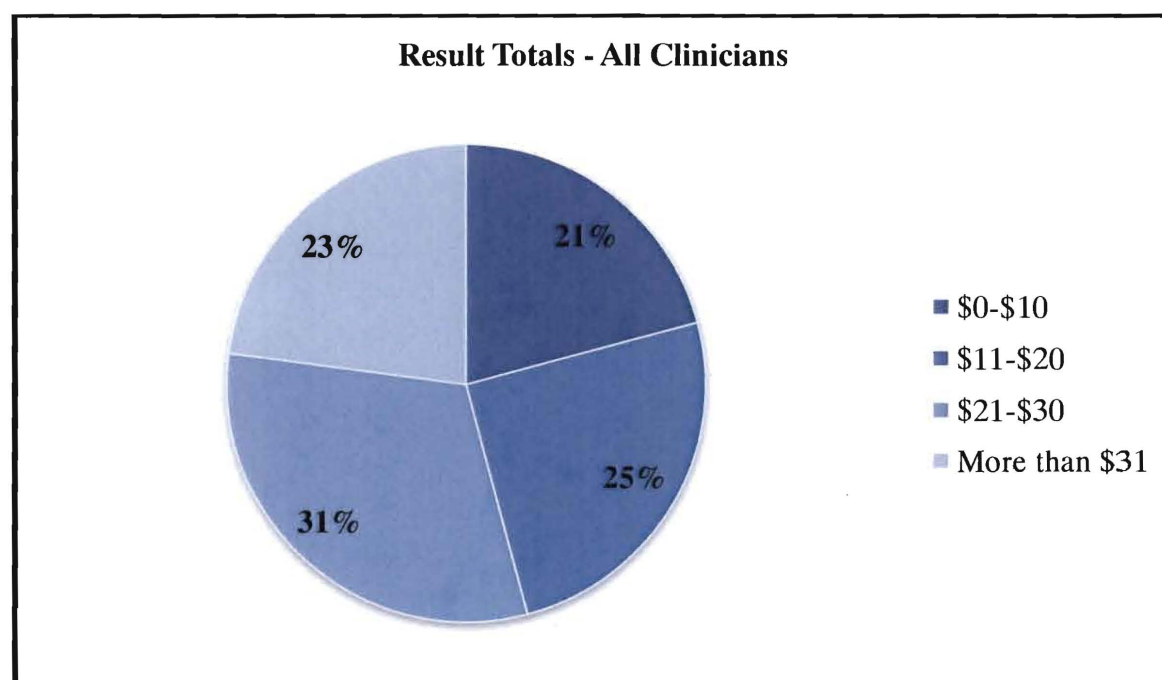
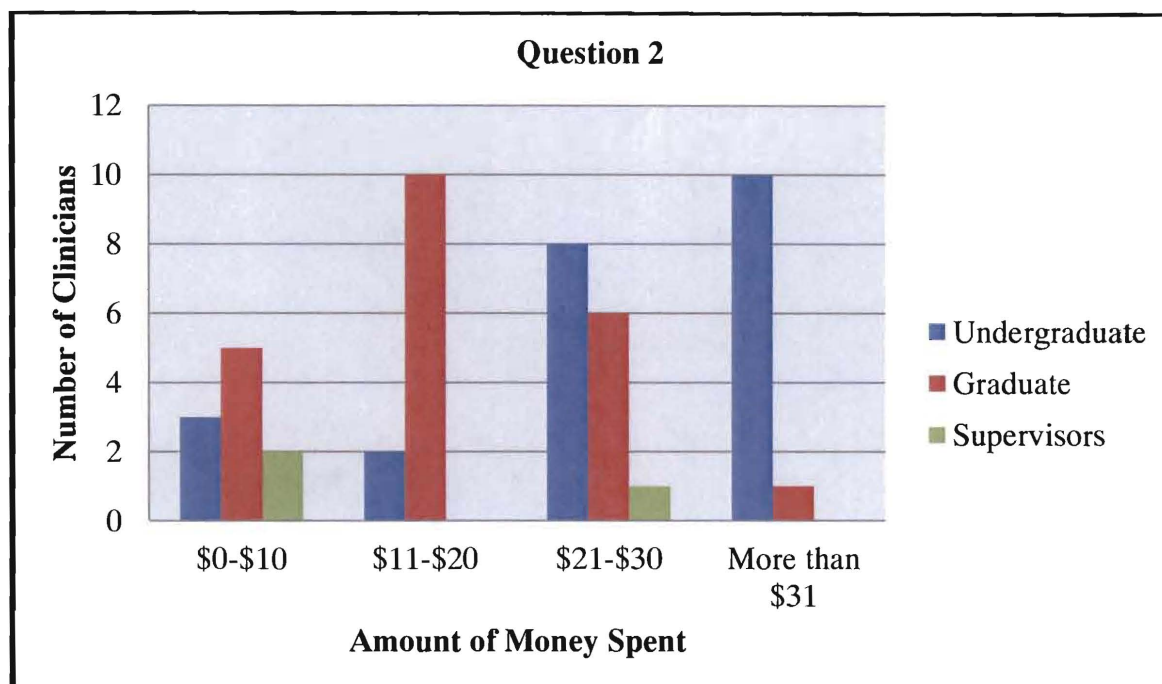
The purpose of the first question was to gauge the amount of time spent per clinician outside of the clinic preparing materials for therapy. Four answer choices were given, ranging from 0 to 5 hours. Approximately 58% of all clinicians reported spending 1-3 hours working outside of the clinic preparing therapy materials. This percentage included the majority of clinicians. No significant differences or trends were noted in comparing undergraduate, graduate, and supervisor responses. An estimated 77% of clinicians spend 3 hours or less preparing for therapy per week.

Question 2:

Per semester, estimate the amount of money you *personally* spend towards therapy?

- a) \$0-\$10 b) \$11-\$20 c) \$21-\$30 d) more than \$30

If you circled answer (d), estimate your total costs _____.



Question 2: Analysis

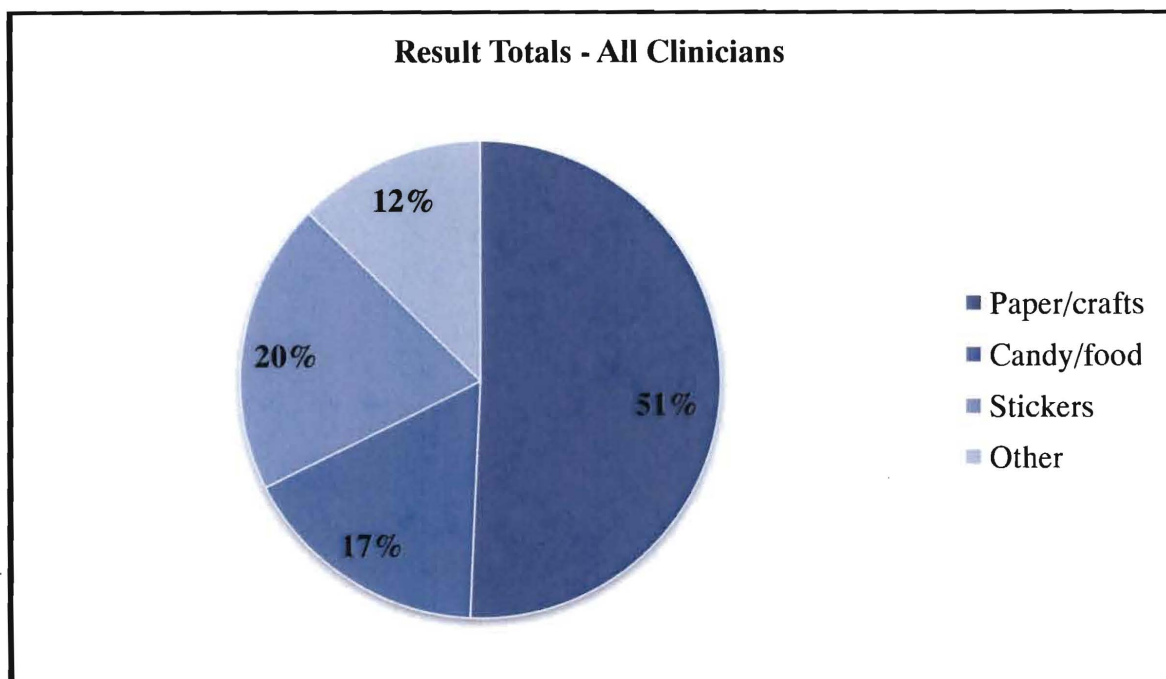
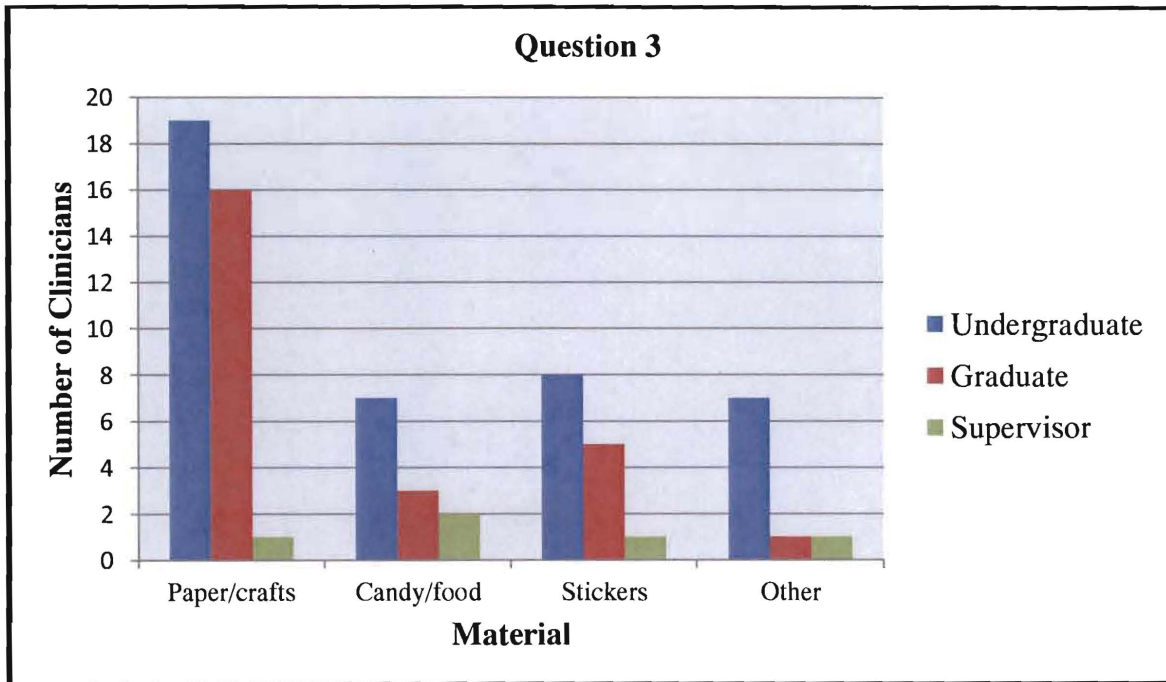
This question aimed to estimate the average amount of money clinicians spend on therapy materials per semester. Undergraduate clinicians were more likely to spend more than \$20; whereas, graduate clinicians were more likely to spend less than \$20. Majority of supervisors spent less than \$10. Ten undergraduate clinicians circled answer choice (d), stating they spent more than \$31 per semester. Undergraduate clinicians who spent more than \$31 included two clinicians spending \$45, five clinicians spending \$50, two clinicians spending \$60, and one clinician spending over \$100. One graduate student reported spending \$75, and supervisors did not report spending more than \$31. Although results varied, 31% of all clinicians reported spending \$21-30 dollars.

Question 3:

What materials do you most frequently purchase?

- a) paper/craft materials b) candy/food c) stickers d) other

If you circled answer (d), please list items: _____



Question 3: Analysis

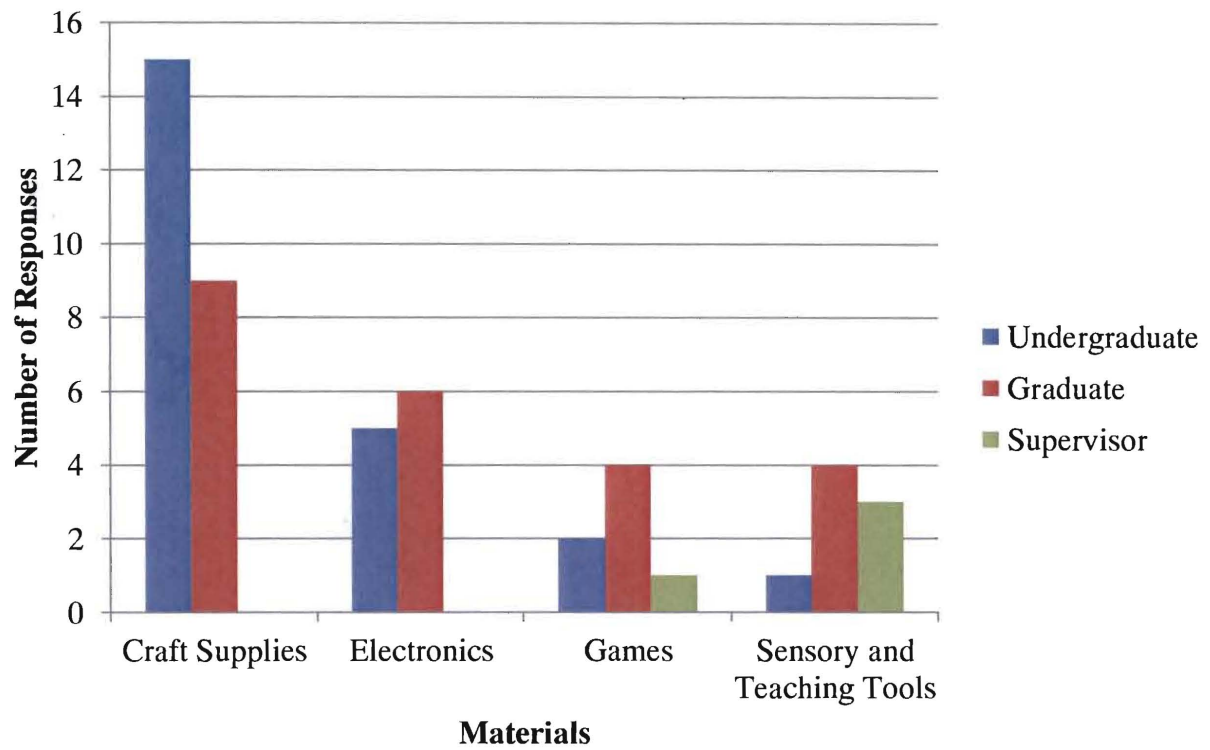
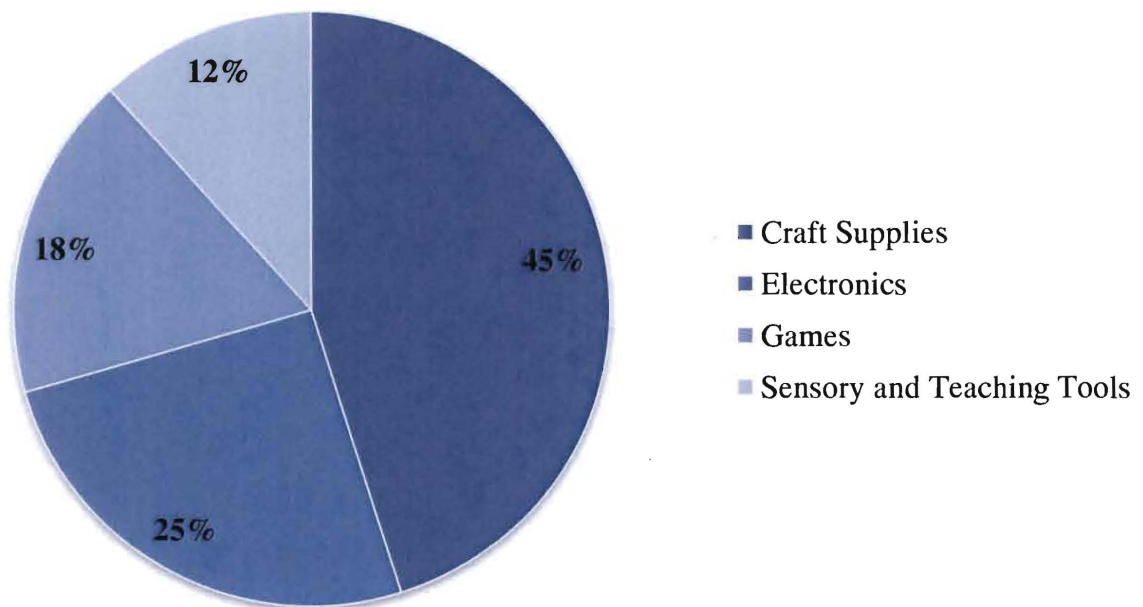
The third question sought to classify what items and materials clinicians most frequently purchased. Fifty-one percent, more than half of all clinicians, reported purchasing paper and craft materials most frequently. Twenty percent of all participants reported purchasing stickers, 17% purchasing candy and food, and 12% purchasing other materials. Other materials purchased by undergraduate clinicians included toys, coloring books, games, board games, paper bags, markers, crayons, glue, and experiments. Supervisors reported purchasing books. Graduate clinicians did not report purchasing other materials or items.

Question 4:

What materials (currently not available) would be useful to have in the resource room?

ART SUPPLIES	ELECTRONICS	GAMES	ORGANIZATION	SENSORY TOOLS/ TEACHING TOOLS
Construction paper (6)	• Copier (3)	• Shape sorter	• Binder of all available materials	• Weighted blanket
Tissue paper (2)	• Batteries (2)	• Cartoon themed games	• Colored buckets	• Weighted vest
Foam paper (2)	• Printer (4)	• Science experiments	• Binder of copied worksheets	• Model of the larynx
Index cards (2)	• Laminator (2)	• Games that require no reading		• Model of the mouth
Stickers (4)	• Computer	• Cognition cards		• Feeding materials
Felt board	• Audiometers (more)	• Problem solving cards		• Food
Balloons (2)		• Puzzles		
Poster board		• ESL games		
Washable paint				
Beads				
Paper shapes				

*Numbers in parentheses represent the number of requests per item.

Question 4**Result Totals - All Clinicians**

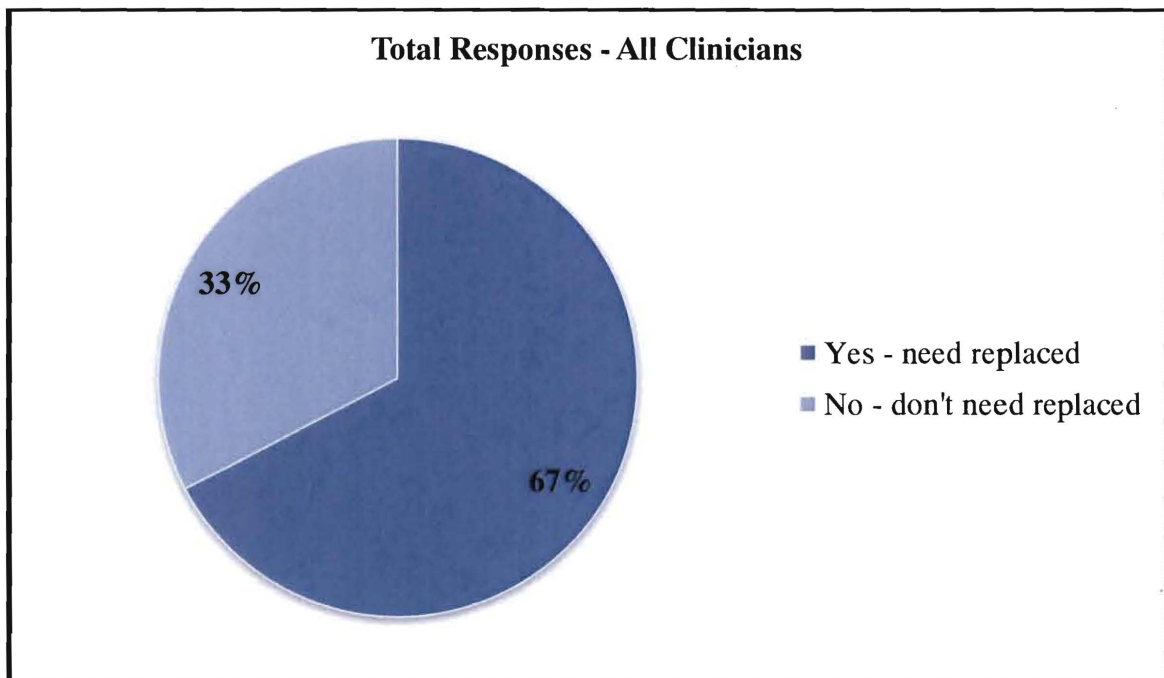
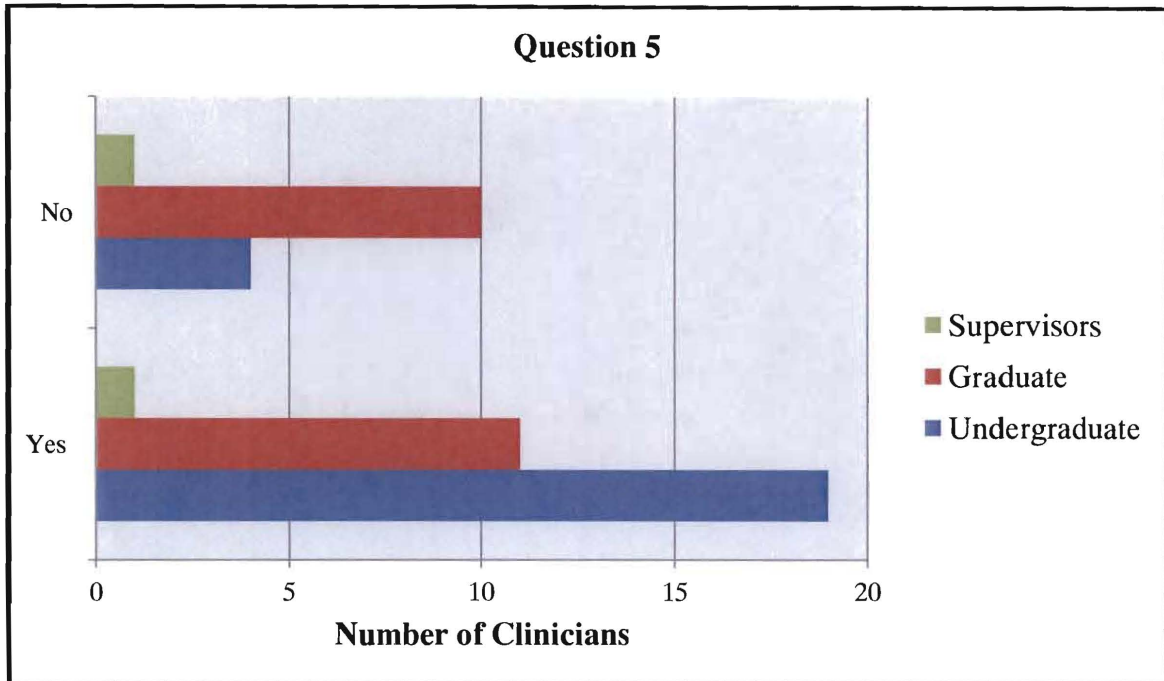
Question 4: Analysis

The purpose of question four was to give students and supervisors a space to include any ideas of materials they would like to see in the resource room that were not already included in the survey. We also wanted a question that would give as many ideas as possible to the Ball State Speech and Hearing Clinic, so that when they do fundraise for new materials they have enough ideas to spend all the money they may raise. The results from this question indicate that graduate and undergraduate students would like to see more craft supplies in the materials room, while supervisors in the clinic see a greater need for sensory tools. Supervisors may not see the need for craft supplies because crafts used in therapy are usually planned and executed by student clinicians to reach a goal the supervisor may help them set.

Question 5:

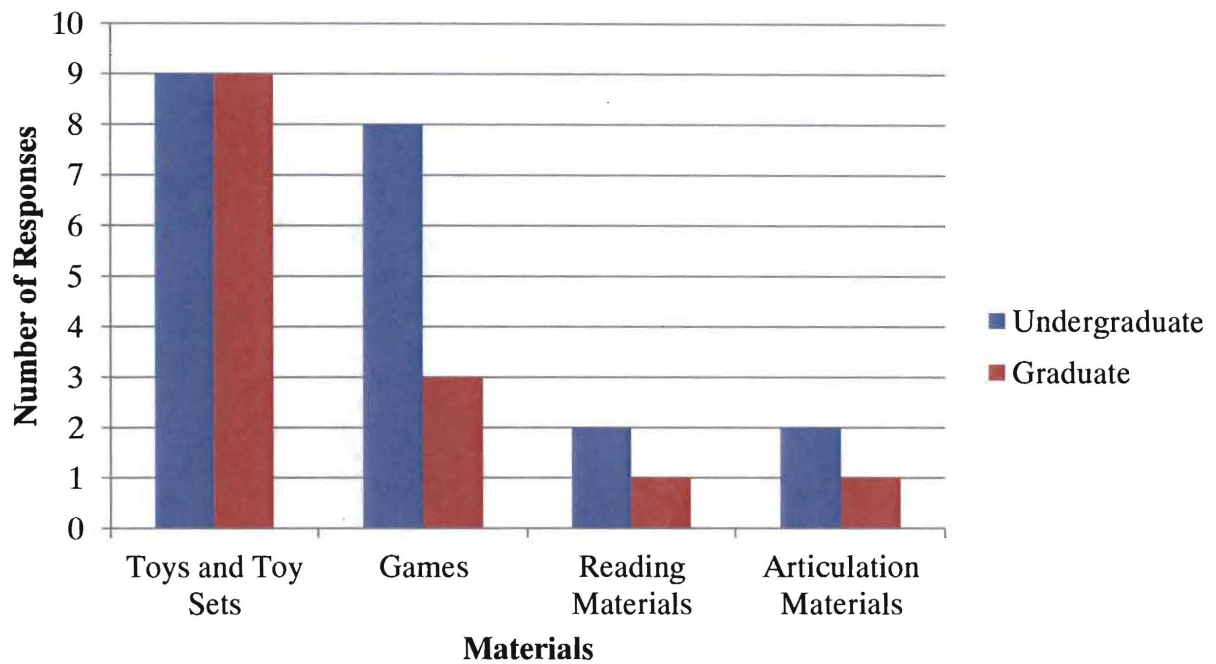
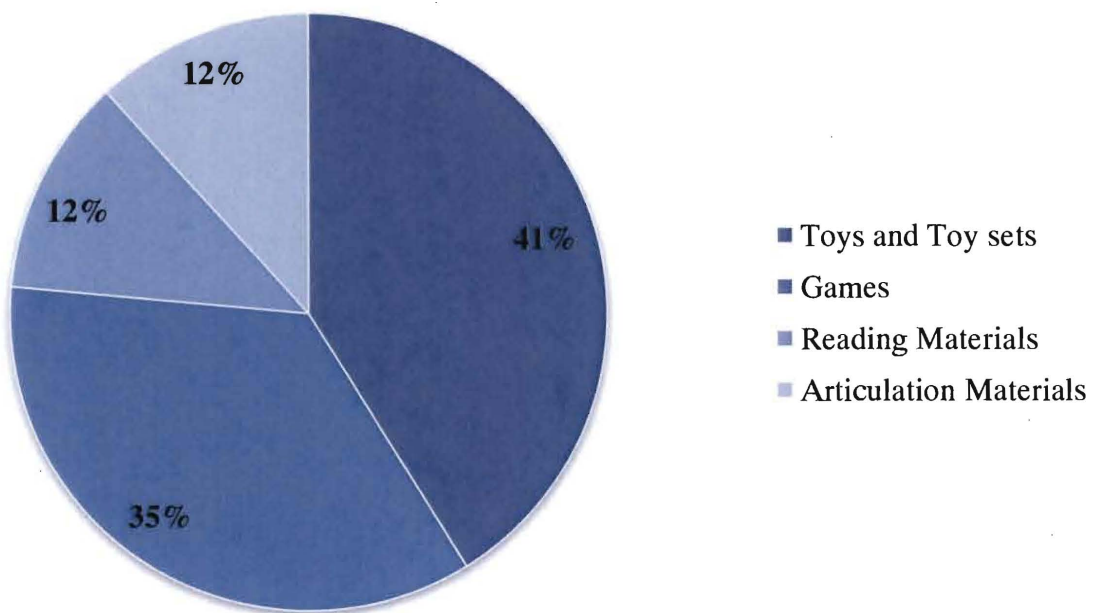
Do you feel that any materials in the resource room need replaced? Yes/No

If yes, please list items: _____



TOY SETS AND TOYS	GAMES	MATERIALS FOR READING	ARTICULATION THERAPY MATERIALS
<ul style="list-style-type: none"> • Updated (current) toy characters • Barn • Dollhouse • Baby dolls (2) • Doll clothes • Cars • Toy figures for castle sets • Bean bags • CAAP test toys • Train track (2) • Balls • Super hero figures 	<ul style="list-style-type: none"> • Candyland boards (2) • Board games (8) • Elefun • Puzzles 	<ul style="list-style-type: none"> • Books (2) • Books with activities • Reading tests 	<ul style="list-style-type: none"> • Replace missing articulation cards • Diagnostic tests (more) (2)

*Numbers in parentheses represent the number of requests per item.

Question 5 - Written Responses**Result Totals - Written Responses**

Question 5: Analysis

The purpose of question 5 was to report if clinicians felt materials within the resource room should be replaced. Graduate clinicians and supervisors reported indifferent responses; however, majority of undergraduate clinicians felt the materials needed replaced. Overall, 67% of participants agreed that materials within the resource room needed replaced.

By including this question in our survey, we hoped to bring attention to materials the resource room may already include but that need replaced. Some of the games and therapy cards in the materials room are checked out as many as 8 times a day and become easily damaged with the number of adolescent clients enrolled in the clinic. With this question we hoped to pinpoint the materials that need to be replaced. Responses indicated that articulation cards, board games, and dolls. Overall, 41% of clinicians stated that toys and toy sets were items in need of replacement.

Question 6:

If the following resources were made available in the resource room, which would you be most likely to use? Rank them in order of most useful (1) to least useful (6).

____ Laminator
____ Cricut

____ Die cutting machine
____ Scanner/printer

____ Computer
____ Copier

Undergraduate totals:**Ranked Ratings**

<u>Resource</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Average</u>
Laminator							1.7 out of 6
Die-cut machine							4.5 out of 6
Computer							3.9 out of 6
Cricut							4.6 out of 6
Scanner/printer							3 out of 6
Copier							3.3 out of 6

Ranking order: Laminator (1.7), Scanner/printer (3), Copier (3.3), Computer (3.9), Die-cut machine (4.5), Cricut (4.6)

Graduate totals:**Ranked Ratings**

<u>Resource</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Average Ranking</u>
Laminator							2.7 out of 6
Die-cut machine							4.6 out of 6
Computer							3.9 out of 6
Cricut							5.4 out of 6
Scanner/printer							1.8 out of 6
Copier							2.2 out of 6

Ranking order: Scanner/printer (1.8), Copier (2.2), Laminator (2.7), Computer (3.9), Die-cut machine (4.6), Cricut (5.4)

Supervisor totals:**Ranked Ratings**

<u>Resource</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Average Ranking</u>
Laminator							2.7 out of 6
Die-cut machine							4.5 out of 6
Computer							1.5 out of 6
Cricut							5.5 out of 6
Scanner/ printer							3.5 out of 6
Copier							2.5 out of 6

Ranking order: Computer (1.5), Copier (2.5), Laminator (2.7), Scanner/printer (3.5), Die-cut machine (4.5), Cricut (5.5)

Ranking Totals:

<u>Resource</u>	<u>Undergraduate Average</u>	<u>Graduate Average</u>	<u>Supervisor Average</u>	<u>Total Average</u>
Laminator	1.7 out of 6	2.7 out of 6	2.7 out of 6	2.4 out of 6
Die-cut machine	4.5 out of 6	4.6 out of 6	4.5 out of 6	4.5 out of 6
Computer	3.9 out of 6	3.9 out of 6	1.5 out of 6	3.1 out of 6
Cricut	4.6 out of 6	5.4 out of 6	5.5 out of 6	5.2 out of 6
Scanner/ printer	3 out of 6	1.8 out of 6	3.5 out of 6	2.8 out of 6
Copier	3.3 out of 6	2.2 out of 6	2.5 out of 6	2.7 out of 6

Ranking order: Laminator (2.4), Copier (2.7), Scanner/printer (2.8), Computer (3.1), Die-cut machine (4.5), Cricut (5.2)

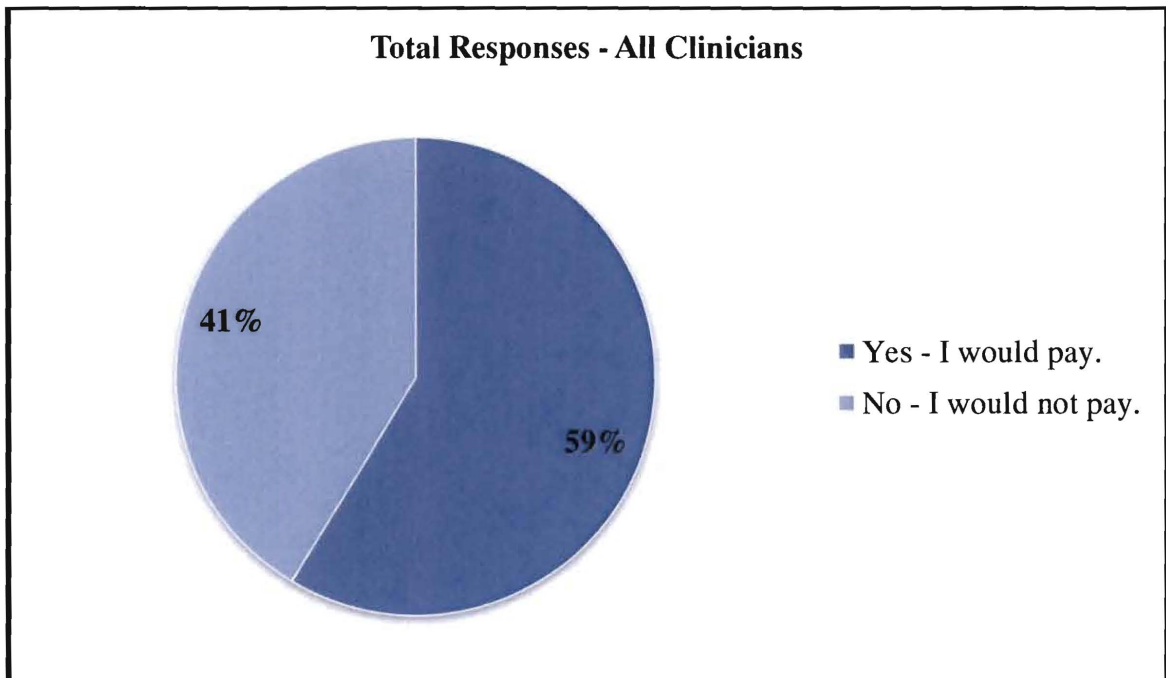
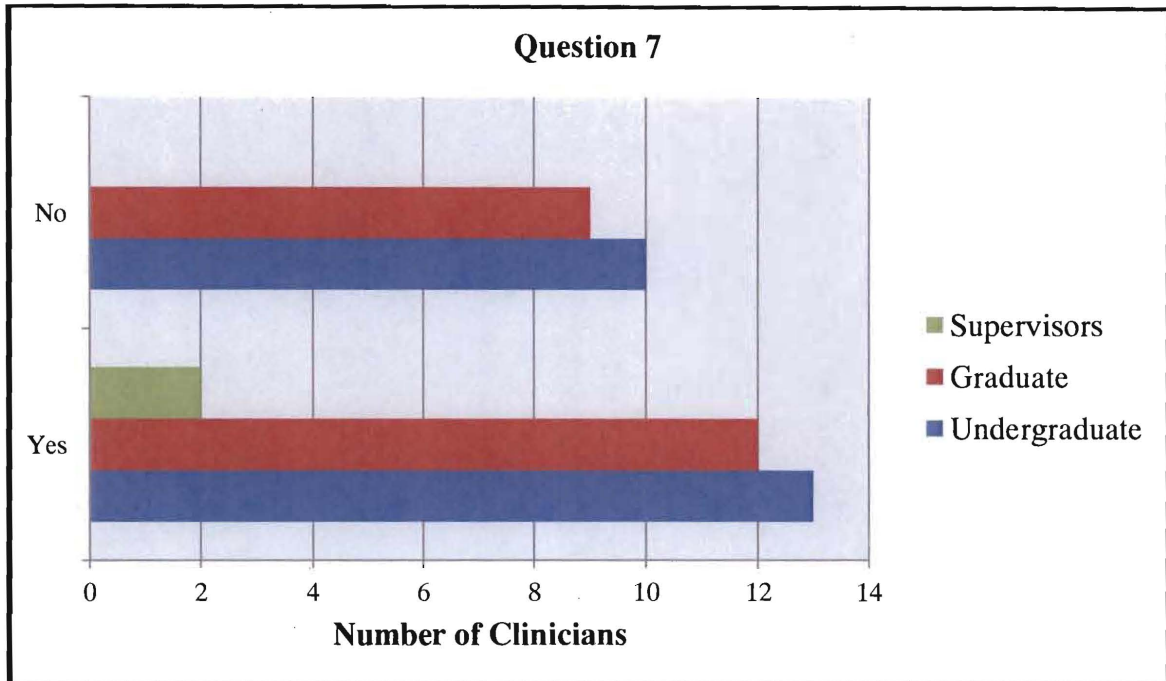
Question 6: Analysis

This question asked clinicians to rank items they desired to be made available to them in a sequence of 1 to 6. A ranking of (1) correlated to most useful and (6) to least useful. Results showed trends varied among undergraduate, graduate and supervisor responses. With little competition, a laminator rated 2.4 out of 6; although, it was closely followed by a copier at 2.7 and a scanner/printer at 2.8. The fourth place item was a computer which ranked 3.1 out of 6, a die-cut machine ranked 4.5 out of 6, and lastly, a Cricut which ranked 5.2 out of 6.

Question 7:

If the items listed in Question 6 were available, would you be willing to pay to use?

Yes ____ No ____



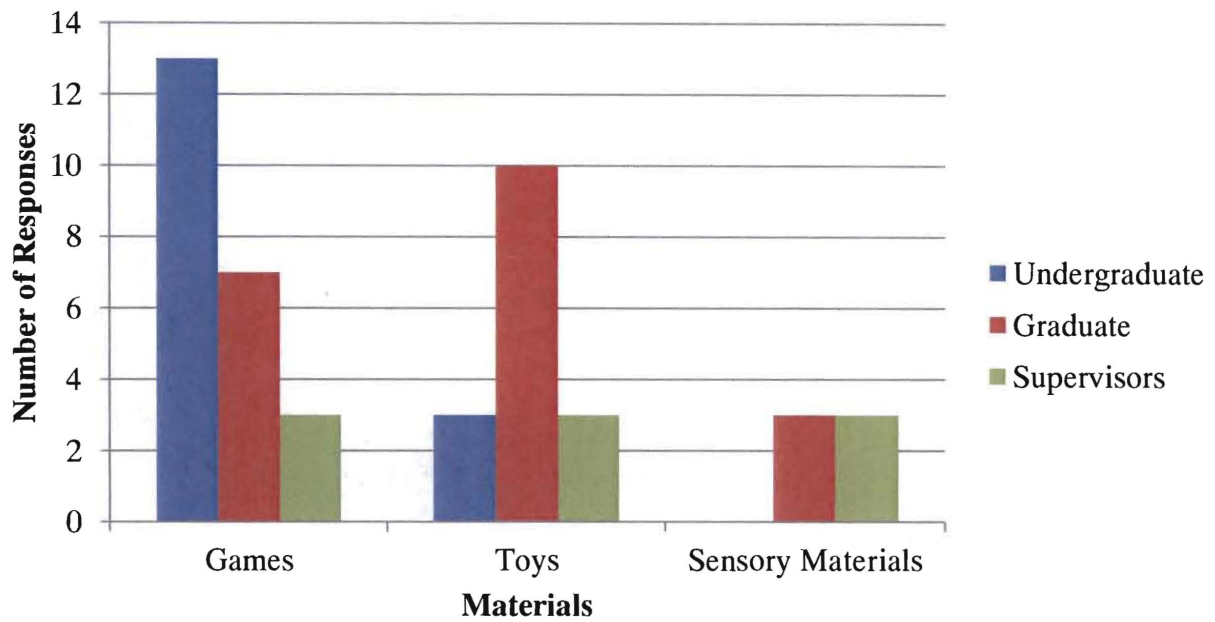
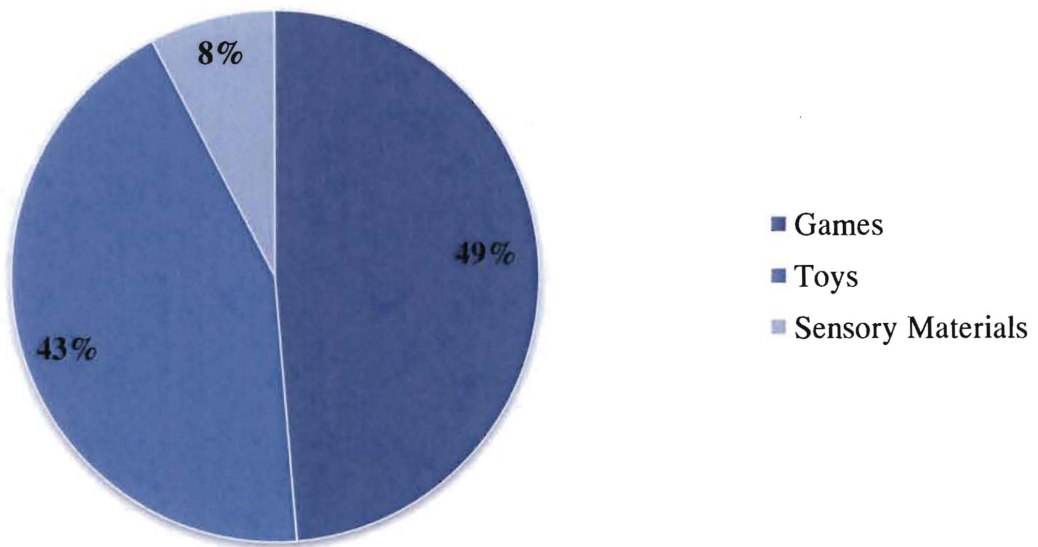
Question 7: Analysis

Question 7 aimed to estimate the amount of clinicians who would be willing to pay for items listed in the previous question. Fifty-nine percent of clinicians noted yes, they would be willing to pay for additional available resources. Responses were consistent between undergraduate clinicians, graduate clinicians, and supervisors. Additional responses in which participants choose to write in included “unless reasonable,” “depending on item,” and “one-time fee per semester.”

Question 8:**What games or toys would be useful to have in our resource room?**

GAMES	TOYS	SENSORY MATERIALS
<ul style="list-style-type: none"> • Games with all the pieces (3) • Zingo • Uno (2) • Memory • Guess Who • Hungry Hippos (2) • Scattegories • Mad Libs • Preschool games (3) • Twister • Games that require no reading • Pretty Pretty Princess • Elementary school age games 	<ul style="list-style-type: none"> • Continually add new toys • Baby dolls (3) • Newer puzzles • Outside toys • Action figures • Character figures from recent movies • Toddler toys • Shapes • Small reinforcer prizes • Eye Spy books and activities • Magnetics • Ring Toss • Legos • Elefun • Play sets (castles, houses, farms) 	<ul style="list-style-type: none"> • Handhelds/fidgets for holding • Sensory room for clients with Autism • Spinners

*Numbers in parentheses represent the number of requests per item.

Question 8**Result Totals - All Clinicians**

Question 8: Analysis

The main goal of this question was to modernize the games and toys available in the materials room. Unfortunately, the movie and television based materials available in the room quickly become outdated as new popular children's movies are released every year. As clinicians, we are taught to capture our client's attention by using current materials; therefore, having action figures and board games based on the latest popular characters is imperative. With this question, we hoped to discover which current characters were most desired by clinicians, so that the materials room could acquire modern materials. The responses fell into three categories: games, toys, and sensory materials.

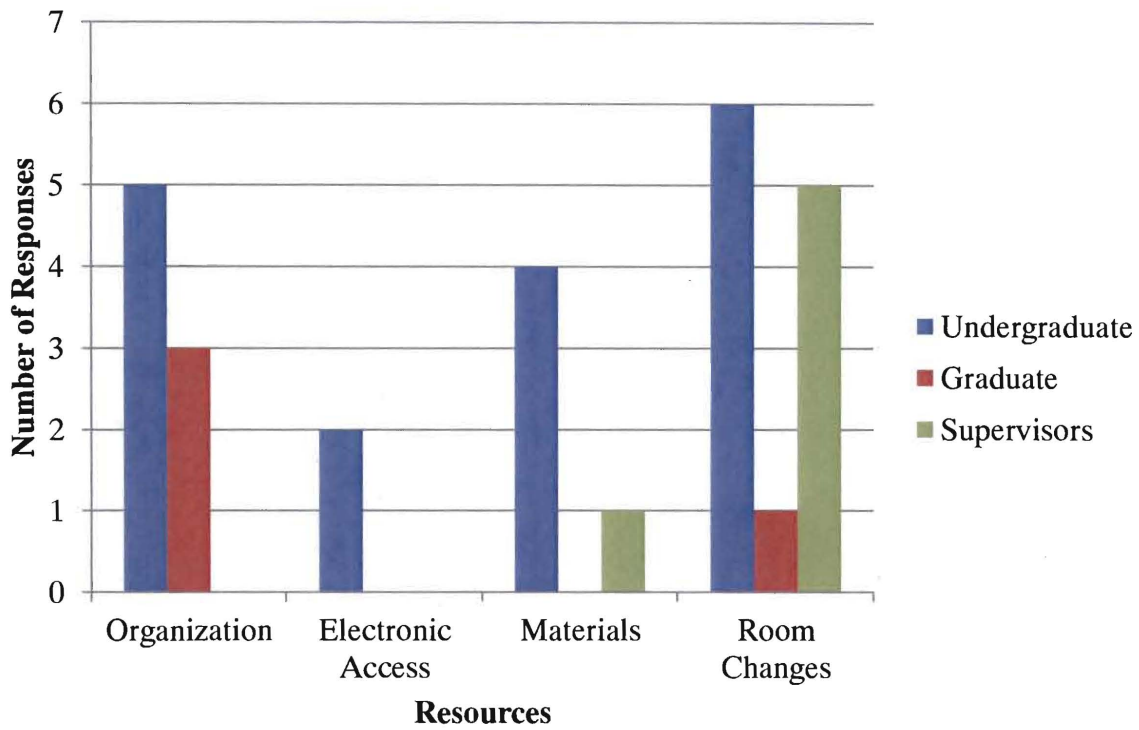
Question 9:

From your experience as a clinician, do you have any other suggestions to improve the resource room?

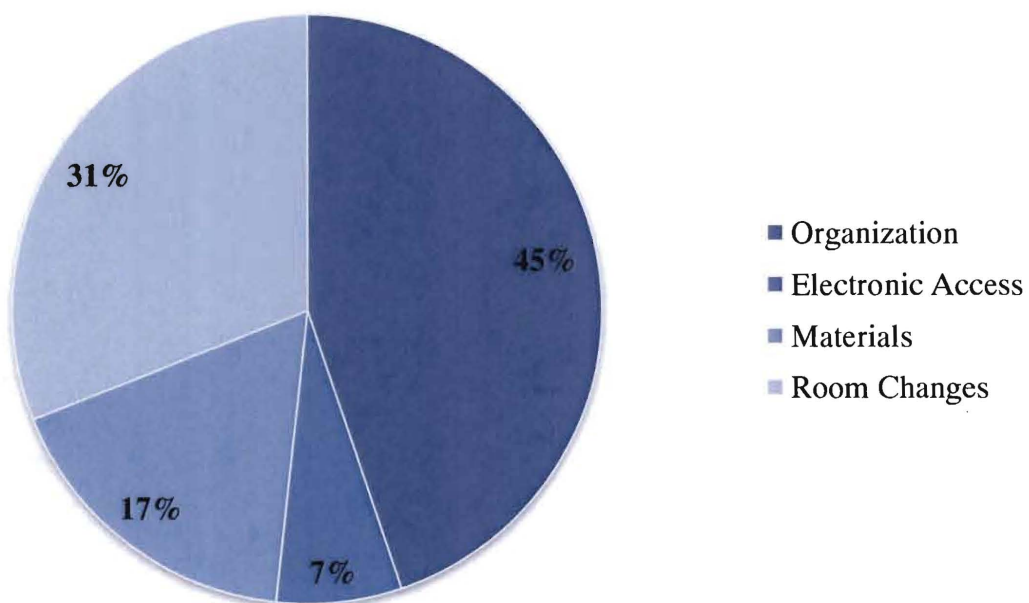
ORANIZATION	ELECTRONIC ACCESS	MATERIALS	FURNITURE AND ROOM CHANGES
<ul style="list-style-type: none"> • Keep materials in the same place • List every item in a binder (5) • Consistently organize throughout the day (5) • A map of items • Organize books in literacy lab 	<ul style="list-style-type: none"> • Computer access • Printer access 	<ul style="list-style-type: none"> • ESL Materials • Children's sensory materials • Add multiples of most checked-out items • Extended check-out periods (2) 	<ul style="list-style-type: none"> • Add a larger work table/ more work areas (5) • Remove cabinet door (2) • Easier method for obtaining IDs after therapy sessions • More filing cabinets

*Numbers in parentheses represent the number of requests per item.

Question 9



Result Totals - All Clinicians

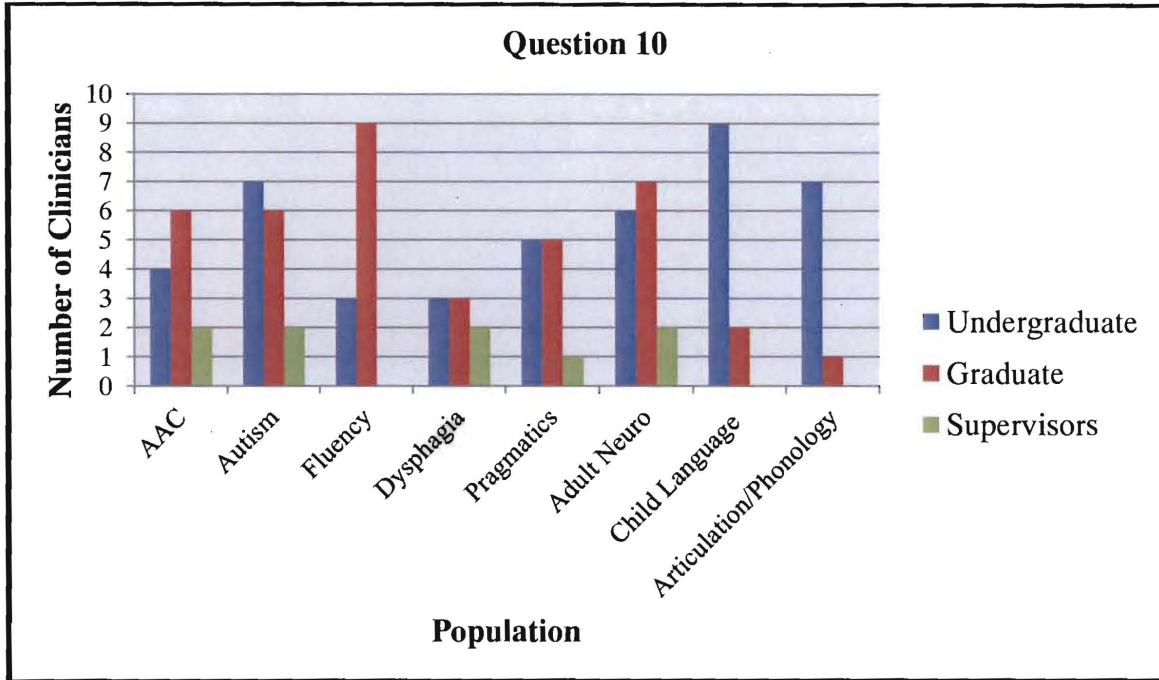


Question 9: Analysis

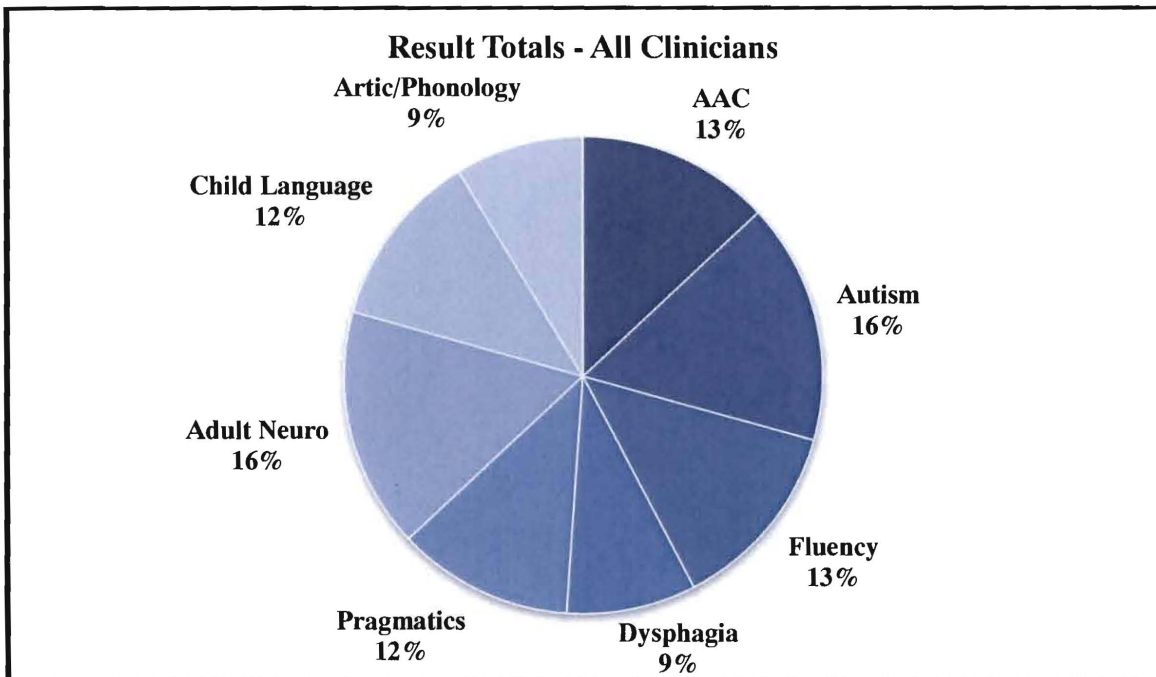
By asking clinicians to draw from their past experience in creating therapy materials we aimed to personalize the survey and to find out exactly what changes could make the materials room more useful. For this question we intended for clinicians to recall times where the room was ineffective and to list those problems so that they could possibly addressed by acquiring new tools and toys for the materials room. Suggestions were made to have duplicates of available toys and extended check-out times.

Question 10: Which populations do you wish we had more materials?

☐ Autism ☐ Dysphagia ☐ Child Language ☐ Adult Neuro
☐ Fluency ☐ Pragmatics ☐ AAC ☐ Articulation/Phonology



Others mentioned: ESL (2), Accent reduction (1), Apraxia (1), and Voice (1)



Question 10: Analysis

Because Speech Pathology encompasses treatment for a range of various disorders, we included question 10 to gauge which area clinicians felt more resources were needed. Undergraduate clinicians typically work with articulation, language, and phonology clients which accounted for the significant amount of undergraduate responses indicating a need for articulation, language, and phonology resources. Majority of participant responses reported a need for Autism and Adult Neurology resources. Fluency, pragmatics, child language, and AAC were also areas in which clinicians felt the materials needed expansion.

Thesis Project: Overall Analysis

Our survey reported that 77% of clinicians spend three hours or less preparing therapy materials each week. Undergraduate clinicians were more likely to spend more than \$20 on therapy material per semester; whereas, graduate clinicians were more likely to spend less than \$20. Paper and craft materials were most frequently purchased by 51% of respondents. Moreover, craft supplies made up 45% of materials that clinicians felt would be most useful to have available in the resource room. Sixty-seven percent of participants agreed that materials within the resource room need replaced. Materials most suggested for replacement included toy sets and games. When asked to rank which new resources clinicians would like made available, clinicians responded laminator and scanner/printer. Furthermore, 59% of participants stated they would be willing to pay for use of new resources. Some respondents suggested a one-time fee per semester for use of any new resources. Numerous suggestions for new games and toys were given by participants. Overall, clinicians indicated a need for resources to address Autism and Adult Neurological disorders. Participants felt the resource room could be improved by a new organizational system and changes to the structure of the resource room. Structure changes included the addition of tables and filing cabinets.

This survey produced beneficial results for the Ball State University Speech and Hearing Clinic. Due to the lack of similar research studies, we were unable to compare our results to other research findings. Although there is limited research concerning this topic, our results are specifically useful to our department. By giving a voice to student clinicians and supervisors, our resource room can be improved to cater to their specific needs.

Record Sheet/Honors Thesis Project – Megan Apsley

****Each item was requested by one person, unless noted by number following.**

Undergraduate Results:

1.
 - a)
 - b) |||| |||| ||||
 - c) |||| ||
 - d) |
2.
 - a) |||
 - b) ||
 - c) |||| ||
 - d) |||| ||||

other explained: \$45(2), \$50(5), \$60(2), \$100(1)
3.
 - a) |||| |||| |||| ||||
 - b) |||| ||
 - c) |||| ||
 - d) |||| ||

other explained: toys, coloring books, games, board games, paper bags, markers, crayons, crafts, glue, experiments
4. construction paper (3), tissue paper, foam paper (2), copier, index cards, batteries, printer, laminator (2), stickers (2), shape sorter, TV/cartoon themed games, craft materials, science experiment crafts, felt board, candy, balloons, token-based activities, poster board, binder of available materials, washable paint, activities for clients who can't read
5.
 - a) yes - |||| |||| |||| ||||
 - b) no - |||

books, CAAP toys, trains, train track shelves for Dx tests, toy box, Candy Land, board games (6), balls, construction paper, Elefun, dolls/clothes, car tracks, super-hero figures, books with activities, puzzles, tests
6.

Laminator – 11111151131421142111312

Die-cut machine – 26465345646545465262464

Computer – 62343614362263236636256

Cricut – 55654266555654353553543

Scanner/printer – 44532533214132521344125

Copier – 33226422423316614425631
7.

Yes |||| |||| ||

No |||| ||||

other: unless reasonable, depending on time
8. Scattagories, Mad Lib, Eye Spy, Hungry Hippos, Uno Attack, Magnetix, children's games (3), ring toss, Twister, multiples of popular games (in case 2 clinicians want to use

a game at the same time), spinners for many activities, Legos, games for clients who can't read

9. things would stay in the same place, list of everything binder (4), keep it organized (5)*, larger work table/area (3), ESL materials, remove cabinet doors to increase visibility (2), multiples of everything, computer/printer access, easier method to access IDs after therapy session, more filing cabinets, extended check-out periods (2)
10. Autism ||||| ||
 Dysphagia |||
 Child Language ||||| |||||
 Adult Neuro ||||| |
 Fluency |||
 Pragmatics |||||
 AAC |||||
 Articulation/Phonology ||||| ||
 Other: ESL (2) and Accent Reduction (1)

*Many commented on current re-organization; liked new changes and rearrangement

*** some clinicians are unaware of the online listing of all of the materials currently available in the resource room and of available resources!

Supervisor Results:

1. a, a, d
2. a, a, c
3. a, b, b, c, d (books)
4. ESL materials, feeding materials, foods/perishable items
5. yes, no, n/a
6. Laminator 116
 Die-cut machine 45
 Computer 12
 Cricut 56
 Scanner/printer 34
 Copier 23
8. Elefun, Pretty Pretty Princess, older kids games, Fisher-Price play sets, baby dolls, pretend play materials
9. sensory involved children's items
10. Autism || - Dysphagia || - Adult Neuro || - Pragmatics | - AAC ||

Record Sheet - Alyssa Haller

Honors Thesis Project- Grad Student Totals

1. a.11111111 b.11111111111111 c.1 d.1

2. a. 11111 b.111111111111 c.111111 d. 1

- \$75 (d explained)

3. a.111111111111111111 b.111 c. 11111 d.1

- All the above (d explained)

5. Yes 111111111111 No 1111111111

- Candy land boards

- missing artic cards

-some of the outdated toys

- board games and audiometers

- barns, dollhouses, (worn and moldy)

-Toys that don't have all the parts

- New dolls, craft supplies

- board games missing pieces

- cars and toys for castles

-books (torn up)

- bean bags

7. Yes 111111111111 No 1111111111

- one idea: A one-time fee per semester

4. -, sensory tools (weighted vest/blanket), colored buckets, balloons, -, stickers, -, updated games, problem solving/ cognition cards, beads, papers, models of the mouth and larynx, Shapes, puzzles, already copied worksheets, craft supplies, computer (with printer), balls/ games with balls, printer/ copier, craft materials, printer, construction paper, school age toys, printer, -, construction paper, stickers, copier, more audiometer

6.

- Laminator 2, 2, 1, 4, 1, 3, 3, 2, 4, 3, 2, 4, 3, 5, 3, 4, 4, 1, 1

- Die cutting machine 6, 6, 5, 5, 5, 4, 5, 6, 5, 1, 6, 4, 4, 5, 1, 6, 4

- Cricut 5, 5, 6, 6, 6, 5, 3, 5, 6, 6, 5, 5, 6, 6, 5, 5, 6

- Scanner/printer 3, 3, 2, 1, 3, 1, 1, 1, 3, 1, 3, 3, 1, 1, 1, 1, 2, 1, 3, 1

- Computer 4, 4, 4, 3, 2, 4, 6, 6, 2, 4, 5, 2, 6, 2, 4, 6, 3, 5, 2

- copier 1, 1, 3, 2, 4, 2, 2, 4, 1, 2, 4, 1, 1, 1, 3, 2, 3, 2, 2, 3

8.-, games with all the pieces, box of hand held sensory items, -, -, continually add toys, boy dolls with clothing and accessories, Zingo, shapes, Uno, memory, Guess who, -, newer puzzles, -, -, hungry hippos, new dolls, -, outside toys, toys for boys, action figures, toys related to recent movies, -, board games, small reinforcers, Modern toys for BP clients, a sensory room for autistic children

9.-, -, -, -, -, an info sheet that shows what the room has and where everything is, -, more areas to sit and look at tests/ materials, -, tables for browsing materials, recently been reorganized much easier to find materials, -, -, -, -, -, -, a map (to show visually where things are), Literacy lab needs to be more completely organized

10.

- Autism 1 1 1 1 1 1

- Fluency 1 1 1 1 1 1 1 1 1
- Dysphagia 1 1 1
- pragmatics 1 1 1 1 1
- Child Language 1 1
- AAC 1 1 1 1 1 1
- Adult Neuro 1 1 1 1 1 1 1
- Articulation/Phonology 1
- Someone wrote in Apraxia 1
- Someone wrote in Voice 1